

Due May 1, 2008

**Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319**

***Request for Iowa Four-Year College/University
Performance Assessment System Funds***

College/University name: Iowa Wesleyan College

Program Contact Person:

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Statement of Assurances

Should a Performance Assessment System Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Typed or Printed Name of Authorized Official

Title

Signature of Authorized Official

Date

Please submit both electronically and hard copy to Barry Wilson, TQE Assessment Team Leader, Dept. of Ed. Psych. & Foundations, UNI, Cedar Falls, IA by May 1, 2008.

Process for Procuring Grant Funds:

1. Submit Grant Request Package; Postmarked by May 1, 2008

Grant Request Package Contents:

- Request for Performance Assessment System Funds Cover Page
- Action Plan
- Budget

2. Grant requests will be reviewed by the Assessment Committee, the Leadership Team, and the Iowa Department of Education.

3. Institution will be notified of a grant award by May 21, 2008

4. Contracts for awardees will be developed by the Iowa Department of Education upon notification to the IHE of the award.

5. It will take 30 days after the award notification for a contract to be executed and fully approved. This would be as per a June 1 notification.

6. Payments cannot be released until a contract is fully approved with all signatures.

7. Institutions should not incur costs before a contract is approved and plan accordingly.

8. To acquire each payment, an IHE must submit an invoice or letter with an original signature requesting funds. This is necessary for the release of each payment – fifty percent, forty percent, and final ten percent.

9. An Interim report must be submitted with an invoice by January 15, 2009. NOTE: an awardee will not receive the forty percent payment unless the Interim Report budget indicates that the first fifty percent has been spent.

10. A Final report must be submitted with an invoice by December 15, 2009

11. A report form or template is attached with this RFP. Please use it for the Interim and Final Reports. The form includes a narrative and budget.

The grant application and interim and final reports must be submitted electronically in addition to hard copy.

Criteria for Performance Assessment System Awards:

Grant funds are available for use by recipients for purposes including but not limited to faculty development and training, design or modification of performance tasks, procedures for assuring reliability and validity of assessments, database software or hardware to facilitate data management and reporting, and technical services including programming support.

Funds may be used for expenses such as: faculty release time, personnel for clerical work, travel, lodging and meals, consultants, hardware, and materials including software. Four year colleges or universities that receive significant numbers of transfer students from community colleges are encouraged to include funding for providing feedback to two-year institutions on the performance of their graduates.

I. Context

Describe current program including number of teaching candidates graduated per year and number of full-time and part-time faculty teaching education courses. Indicate any unique features of the program that will help reviewers better understand your assessment needs. If you received a previous assessment system award, attach a copy of your final report or summarize results of your first year of work.

I. A. Current Program

The Iowa Wesleyan College (IWC) Division of Education will graduate approximately 45 student teaches this year. Admission projections indicate that this number will remain steady or increase in the upcoming academic year. The Teacher Education Program has three full-time and two part-time teacher education faculty in the program. The two part-time faculty have other responsibilities relating to the program (i.e. Director of Field Experience and Academic Resource Center).

I.B. Unique Features

The Teacher Education Program continues to employ a portfolio system as the mechanism for candidates to demonstrate the meeting of program standards. The six IWC Teaching Standards incorporate the ten INTASC Standards and the Iowa Chapter 79 Standards. Candidates are required to create a “working” or “developing” portfolio in either paper or electronic format. As a capstone experience, seniors must develop a portfolio based on their student teaching experience. This experience is shared at a professional presentation to the IWC faculty and is submitted in electronic format.

As a result of the TQE funds, faculty and students are positioned to begin using LiveText for all data gathering purposes. Starting fall 2008, education students will submit all working portfolio information electronically. The “Project Narrative” section will explain in detail goals and objectives for the implementation phase of the assessment program.

Unique to IWC that has complicated the planning phase of the TEP assessment project, is the rather large number of transfer and non-traditional students attending IWC. In addition to the main campus, IWC offers classes at both Muscatine and Southeastern Community Colleges. In fact, over 50% of IWC students pursuing licensure fall into the categories of transfers, non-traditional, and/or those completing coursework at either Muscatine or Burlington campuses. While IWC faculty welcome the various student populations in the program, developing a consistent, meaningful, and user-friendly assessment program presents unique challenges for everyone involved.

It is critical that all data gathering processes be analogous across the teacher education program. Consequently, the first year of TQE funds were used for: 1) faculty development and training; 2) review and revision of performance tasks; 3) purchase and installation of database equipment (LiveText); 4) development of templates, forms, and procedures; 5) oversight of a pilot project; and 6) faculty release time. As a result, a system has been developed and practiced that has involved full- and part-time teacher education faculty and students.

In an effort to continue in this project, TEP faculty wish to begin phase two of the assessment program – implementation. TEC faculty intend to fully implement an assessment system that clearly aligns candidate

expectations and program goals; utilize rubrics that clarify relation of INTASC standards and national standards; and clarify how standards are fundamental to assess system.

Summary for TQE 2007-2008

When TEP received TQE funds for the 2007-2008 academic year, faculty intended to spend the award creating and implementing a comprehensive assessment program. Now that the time period is nearing an end, it is clear that our original proposal was far too ambitious. Consequently, TQE funds were spent to focus our first year's efforts to formalize or create a comprehensive plan with the hopes that TQE funds can support our second year main goal which is implementation of the program.

Although TEP faculty had begun the data gathering and analysis process prior to receiving TQE funds, not until the College received grant funds did the plan become centralized through the development of a comprehensive plan that includes both candidate and program assessment. In essence, TQE funds have allowed for the critical formalization of a practical data gathering management system. A significant amount of time has been spent meeting with elementary, secondary, and adjunct faculty to gather and share information about the framework and support offered through LiveText. At these meetings, faculty and students provided feedback regarding purpose and process. As a result, TEP faculty spent time revising the existing system to better serve our faculty and students' needs as well as provide a comprehensive assessment program.

A shared vision was determined in spring 2008 which included creating a knowledge-based curriculum map, rubrics and templates, and initiating a pilot project to see how the system works through "students' eyes." Grant funds were used to provide consultation, technology support, professional development, faculty time, partial costs to keycodes, and equipment. All steps that have been taken over the past year, underscore our ultimate goal which is to establish a meaningful, practical, and informative assessment program.

II. Project Narrative (1-2 pages describing how you will use the funds)

A synopsis of the project narrative will be reflected in the Action Plan. Be sure that what you request in the new award is distinct from what was requested in any earlier TQE award. Your timeline for grant activity should not extend beyond December 15, 2009.

II.A. Narrative

IWC wants to continue its efforts to develop and implement a strong candidate and program assessment system based on a valid and reliable data collection process for tracking candidate performance and for program evaluation. The first year TQE funds were used primarily for planning purposes including the incorporation of LiveText as the data management gathering system.

Within the coming year, the IWC Division of Education would like to request an award that will enable faculty to further its efforts, from planning to implementing, its data management system. Starting fall 2008, TEP wants to initiate implementation of the assessment program at faculty workshops and student training sessions.

During the implementation phase, TQE funds will help cover the following costs: 1) training for faculty (full, part, and adjuncts) and students (central and community college campuses) on LiveText; 2) TEP faculty release time to oversee assessment program; 3) costs to purchase keycodes to LiveText; and 4) professional development opportunities for TEP faculty. The following goals specify details to the implementation phase.

Goal One: Training for Faculty and Students

It is projected that TEP will offer approximately five faculty workshops/trainings and six student workshops/trainings, starting in August 2008 and ending December 2008. Student trainings will take place in classes: EDUC: 215, 261, 262, and 263 on all campuses (IWC, MCC, and SCC). Full and part time faculty training will be scheduled for early to mid-semester fall 2008.

Goal Two: Implementation of Assessment System

TEP aims to fully implement its revised assessment program through LiveText. TQE funds will help faculty establish full articulation between the computer management system of LiveText and the program's assessment program. Templates or forms are designed and are available online and easily accessed through keycodes by users.

A pilot project of six students has provided valuable feedback on the design of forms. Necessary changes have been made and will be introduced to students and faculty at trainings starting fall 2008.

Goal Three: Faculty Release Time

In order to fully and properly implement the assessment program, TQE funds will provide release time for two faculty members to share assessment responsibilities. The Chair will oversee all assessment duties including submitting and writing reports, and co-facilitate trainings. The Director of Field Experience will enter all data into LiveText and will co-facilitate trainings with the Chair. Both will attend online trainings offered through LiveText. With the award, the Director hopes to attend the annual LiveText Conference in July.

III. Action Plan

Goal	Objectives	Action Steps	Person(s) Responsible	Timeline	Budget Request
Training 1. Full & Part Time Instructors, 2. Ext.Lrn.,; Full & Part-Time Students	1. Fall 2008: Adjunct, secondary, and el ed trainings are completed. 2. Fall 2008: conduct IWC, SCC, & MCC student training. 3. Spring 2009: Conduct "make-up" training for students and/or faculty not able to attend fall training.	1. Schedule adjunct training summer 2008 2. Provide student training in EDUC 215, 261, 262, 263 3. Provide on-site training at SCC and MCC 1. TEP faculty training 9/08	L. Widmer G. Maurer	1. August Adjunct Faculty Training 2. September Secondary and El Ed Faculty training 3. September-November Student Training 4. January – March Faculty/Student Training	Mileage = Food = \$300.00 Keycodes = \$4,500.00 Stipends = \$4,300.00
Implementation Implement data management system (LiveText)	Enter all TEP data fall 2008 Enter all TEP data Spring 2009	1. Monitor data gathering process 2. Review and revise process as necessary	L. Widmer G. Maurer	Fall 2008 Spring 2009	G. Maurer \$2,000 (wage)) \$580(benefits) = \$2,580.00 L. Widmer \$1,000 (wage) \$290 (benefits) = \$1,290.00 Equipment = \$450.00
Goals	Objectives	Action Steps	Persons Respon	Timeline	Budget Request
Professional Development	Attend LiveText Annual Conference Attend online training Meet with B. Wilson for assistance	Continue to use and apply new functions through LiveText	TEP Faculty G. Maurer L. Widmer	LT Conference – July 2008 Online - ongoing	Conference Expenses: \$1,500.00

IV. Sustainability Plan

In order to fully meet the requirements of Chapter 79 for assessment systems the following Sustainability Plan will be implemented by fall 2009. IWC will sustain the performance assessment system implemented through the TQE grant through the following steps:

1. Support a quarter-time position for monitoring data management duties;
2. Inform students of the total costs to keycodes during 2008-2009 to allow for financial planning. In fall 2009, students will be required to pay for keycodes as part of a class fee similar to a textbook charge.
3. Continue to provide semester training to all teacher education program faculty;
4. Continue reviewing and revising the data management system with TEP and stakeholders to meet the program and candidate needs of the teacher education program; and
5. Share analysis of candidate and program data for planning purposes with TEP faculty, students, and stakeholders.

The TEP Director of Field Experience is currently a half-time position. Starting fall 2009, this position will assume assessment duties which will be a quarter-time position. The Chair of Education Division will oversee the assessment system for accountability purposes. The Chair and Director of Field Experiences will work together to provide ongoing training to students and teaching faculty. The Chair will assist the Director on writing annual reports.

Also beginning fall semester 2009, students will be fully responsible for purchasing keycodes through LiveText. The TQE grant has allowed for students to purchase these keycodes at reduced price. This opportunity has given us ample time to inform students of the forthcoming costs. The costs will be required as part of a course. Students will be informed of the cost through written materials, announcements in education classes, and general information meetings held each semester.

Acknowledging the importance of information sharing with faculty and students, it will be necessary to conduct periodic training on procedures relating to LiveText in future semesters. It will be the responsibility of the Director to conduct trainings at least once a semester for an indeterminate period of time. The Director will continue participating in LiveText training opportunities through online and by attending the annual conference. Costs relating to the professional development will be covered by IWC.

V. Budget Requests

Personnel	Budget
Wages	\$3,000.00
Fringes	\$ 870.00
Stipends	\$4,300.00
Expenses (Travel, Meals, Lodging) - Mileage @ .32 per mile LiveText Conference for 1 TEP Faculty	\$1,500.00
Professional Services / Professional Development	
Fees	--
Expenses (Mileage, Meals, Lodging, Room)	--
Software: 50 LiveText Licenses / Key codes	\$4,500.00
Hardware: 20" Cinema Display (2)	\$ 450.00
Supplies and Materials	\$ 300.00
Phone/Mail	--
Other / Specify: Lunches for Training	\$ 400.00
TOTAL	\$14,320.00

- VI. Budget Narrative:** Note that the objective of the grant is to bring all programs up to standard over the life of the grant. Funding this year will be made up to \$20,000. To receive the maximum award, your proposal should demonstrate either great need or great complexity/size of program as well as prudent use of any previous awards and a clear plan for sustainability.

The budget for this proposal covers personnel needed to implement the data management system that was started last year. Personnel will fully implement LiveText assessment functions. In addition, training will be conducted for all faculty which includes elementary education, secondary education, and adjunct instructors. Funds will also be used to purchase licenses for students for one more year. As a private institution, IWC has need for support that cannot be provided through state support. The budget requested would be used in the following manner.

1. At a minimum, five faculty and six student training sessions fall semester 2008 led by Ms. Linda Widmer, Director of Field Experience and Dr. Ginny Maurer, Chair of the Division of Education.
2. All fees relating to faculty development including \$100.00 stipend for faculty.
(30 adjunct instructors; 13 secondary and 3 elementary faculty members)
3. Lunch for adjunct faculty training.
4. Travel costs.
5. Supplies for workshops.
6. Wage for TEP Chair to direct the grant, write the midterm and final reports, and co-facilitate trainings.
7. Wage for Director of Field Experience to enter data, serve as trouble-shooter, and co-facilitate trainings.